**Lesson Plan 2**

**Teacher Candidate:** Danae Nizamuldin

**Grade Level:** 11th **Date of lesson:** Fall 2015

\*use primary sources to begin narrative.

**Content Standards:**  
11SS7: Students analyze U.S. participation in World War II.  
11SS11: Students analyze the major social problems, domestic and economic policy issues and foreign policy in contemporary American society.  
 **Learner Background:**   
Students have discussed the general aspects of WWII and have necessary knowledge of conducting research. Students have practice viewing key events from varying perspectives and interpreting events as such. As a class, we have discussed the events leading to American involvement in WWII, including the attacks of Pearl Harbor.   
  
**Student Learning Objective(s):**   
During this lesson, students will analyze and interpret primary sources and documents to address the questions surrounding Japanese-American Internment

(perspective)

**Assessment:**

Discussions

Reflection Journal

**Materials/Resources:**

Primary Source Photos/Documents

Reflection journals

**Teaching Model/Strategy**: Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:** **ANALYZE PRIMARY SOURCES FOR NARRATIVE WRITING.**  
Teacher will then show a series of primary source photographs, asking each student to quietly write what they think each photo represents or means in their reflection journals.

Teacher monitors discussions and provides insight when appropriate.

Teacher will then ask what students thought about the photos and what evidence in them they used to derive their ideas.

At the closing, teacher will inform students of their project.

Teacher will then show a series of primary source photographs, asking each student to quietly write what they think each photo represents or means in their reflection journals. [**MOVE TO LESSON 3- INTERNMENT CAMPS AND SOURCES]**

**Initiation:**   
Teacher will display a photograph of a Japanese-American during WWII. The students will be instructed to explain what they think the picture represents. Students will then attempt to identify the subject in the photograph and describe who they were and what they experienced. [MODEL]

**Lesson Development:** [MODEL] [GUIDED PRACTICE] [INDEPENDENT PRACTICE]

1. Next pass out copies of Executive Order 9066 and show a photo of a primary source that was used at the time detailing internment.   
   As a class, discuss the rationale of the internment camps and the citizens that were impacted by the order. In their journals, students will answer the following question:
   1. What would it be like to receive the order and have to abruptly leave your home with just one suitcase per person, not knowing when you would be back, and knowing that you now were viewed as a potential enemy of the US?
2. After discussions, the teacher will then show three documents or read accounts written by/about Japanese-Americans before, during, and after internment. This will then lead to a discussion on reliability and validity of sources by comparing the government justifications with the experiences of Japanese-American internees.

The teacher will then show several primary documents written by Japanese-Americans before, during, and after internment.

Teacher will then show a series of primary source photographs, asking each student to quietly write what they think each photo represents or means in their reflection journals. Teacher monitors discussions and provides insight when appropriate. At the closing, teacher will inform students of their project.

Teacher will then show a series of primary source photographs, asking each student to quietly write what they think each photo represents or means in their reflection journals. [**MOVE TO LESSON PLAN 2- ANALYZE PRIMARY SOURCES FOR NARRATIVE WRITING. LESSON 3- INTERNMENT CAMPS AND SOURCES]**   
  
**Closure:** After students have completed their responses, teacher then instructs each student to reflect on their ideas and discuss the photographs they were shown in groups.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

Imagine if one day you came home from school to find your family standing on the curb in front of your house. Each person had maybe a suitcase. Imagine then you were told that you had to leave your friends, your belongings, and your home. For how long? Well, maybe a few months, maybe a few years - no one really knew. And then, off you went, by bus or train, with a bunch of strangers, to a dusty, desolate camp in the middle of nowhere, surrounded with barbed wire and armed guards watching your every move. Welcome to your new home.

Sadly, this is almost exactly what happened to thousands of Japanese children, Japanese American children, in 1942. During that year, between 110,000 and 120,000 Japanese Americans, two-thirds of whom were American citizens and half of whom were children, were rounded up and put in camps for no other reason than that they were of Japanese descent and the United States was now at war with Japan. Said David Yamamoto, who was only four years old when he and his family were forced to leave, 'It made me sad and very scared.'

http://study.com/academy/lesson/japanese-internment-facts-and-history.html